**K-5 ELA Lesson Plan**

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| **Teacher: Walker, Bartsch, Ferrell, Edwards, Murphy-Justice, Noyes, Morris, Tickerhoff** | | **Grade: 2** | | | **Date(s)**: 8/31/2012 – 9/5/2012 |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task Two – T-Chart** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Task 2 Checklist and Rubric (link in GEMS)**  **Wemberly Worried by Kevin Henkes**  **Chrysanthemum by Kevin Henkes**  **The Story of Ruby Bridges by Robert Coles**  **A Chair For My Mother by Vera B. Williams**  **Phonics Songs and Rhymes Chart**  **Story Map anchor map**  **T-Chart anchor map**  **Decodable Reader #2 (Ike and Ace)**  **Student Keyboards**  **Paper**  **Pencils**  **Chart Paper**  **Markers**  **All Sorts of Sorts**  **Words their Way**      **\*** [**http://classroom.jc-schools.net/waltkek/Second4.html**](http://classroom.jc-schools.net/waltkek/Second4.html)  [**http://typingforchildren.com/keyboard-template.html**](http://typingforchildren.com/keyboard-template.html) | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.2.1**. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RL.2.3**. Describe how characters in a story respond to major events and challenges.  **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.10**. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s):**   * **I can describe how characters in a story respond to major events.** * **I can describe how characters in a story respond to challenges.**   **Instructional Plan:**  **Day One -**   * **Whole Group:** Reread **Chrysanthemum**. Discuss challenges main character faces. Discuss how she responds to events and challenges while creating a story element anchor chart for students. Teacher will define specific vocabulary relevant to the lesson (i.e. events and challenges).   **Day Two –**   * **Whole Group:** Teacher reads **The Story of Ruby Bridges** by Robert Coles or similar Historical Fiction text * **Small Groups:** Students create T-Chart of challenges and reactions the main character faces in the story. Share T-Charts with whole group. (SL.2.1)   **Day Three** –   * **Whole Group** – Teacher reads **A Chair For My Mother** by Vera B. Williams or similar Historical Fictional text * **Independent Work**: Students create a T-Chart of challenges and reactions the main character faces in the story. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.2.1 Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.**  **I Can Statement(s):**   * **I can write to express my opinion.** * **I can give reasons why I have an opinion.** * **I can provide a conclusion to my opinion piece.** * **I can write a sentence using correct letter formation, punctuation and capitalization.**   **Instructional Plan:**  **Day One –**   1. **Whole Group**: Teacher models and instructs students of the definition of an opinion and completes mini-lesson of fact/opinion\*. Teacher models writing an opinion sentence of which read aloud book she prefers. 2. **Independent**: Students will create a statement about which of the 3 books read aloud they would prefer to read and why **(Wemberly Worried**, **Chrysanthemum**, and **Iris and Walter**). Students also construct a sentence about which character they can most relate to and why. Students will share with class. (SL.2.1)   **\*** [**http://classroom.jc-schools.net/waltkek/Second4.html**](http://classroom.jc-schools.net/waltkek/Second4.html)  **Fact/Opinion Power Point Presentation – Unit 4/Week 2**  **Day Two –**   1. **Whole Group:** Teacher models proper use of punctuation marks and use of capital letters when writing through completion of sentence prompt: *I think Chrysanthemum is \_\_ because \_\_.* Students share sentences. (SL.2.1)   **Day Three** –   1. **Small Group:** Teacher should complete a mini-lesson to review “positive language” and provide examples of positive statements. Students create positive statements about each other and write them down on chart paper (or paper divided into four pieces and each person gets their own to take home) using proper punctuation and correct capitalization. Complete positive/negative sort with examples provided by teacher. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.2.2.** **Demonstrate command of the conventions of standard English capitalization,** **punctuation**, and spelling **when writing.**  **L.2.4a.** Use sentence-level context as a clue to the meaning of a word or phrase.  **I Can Statement(s):**   1. **I can spell, identify and write short vowel words correctly.** 2. **I can spell, identify and write long vowel words correctly.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Teacher review short vowel word patterns in preparation for assessment. 2. **Independent Work:** Students complete Spelling Assessment**.**   **Day Two -**   1. **Whole Group:** Read “Race into Space” Phonics Songs and Rhymes Chart #2 (see SF page 44C Unit One Teacher’s Edition). Students determine which long vowel words they can read. Spelling Brainstorm for long vowel words. Teacher writes words in a long vowel chart on the board. 2. **Independent or Partner Work:** Teacher provides word cards with long vowel words and students sort by different vowel sounds. 3. **Whole Group:** Students share their completed sort charts**. (SL.2.1)**   **Day Three –**   1. **Whole Group:** Recall/review long vowel chart from previous day. Teacher reads aloud Decodable Reader #2 (Ike and Ace). Each time a long vowel word is read, students pop up out of seat and student volunteer names long vowel word. Teacher writes all words on board. 2. **Partner Work:** Students write long vowel words from story on index cardsand sort by vowel sound (Students can also sort by number of letters in the word or beginning blends/ending blends). 3. **Individual Work**: “keyboarding” activity. The students will practice spelling the words using the file-folder keyboards. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.2.1.** **Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.**   **I can statements:**   * **I can discuss text in small and large groups.** * **I can ask for clarification or further explanation if needed.**   **See Reading and Writing plans where students are collaborating with each other and participating in class presentations.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of t-charts; sharing completed sentence opinion activity.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can add another column to the t-chart explaining how he/she would have responded to the event or challenge and why.** | | **Students can create “I like” statements when completing the activity explaining which character they can relate to.** | | | **Students can illustrate information when unable to create complete sentences.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*